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ABSTRACT

This guide introduces a program of foreign language instruction intended for a wide variety of students with various interests and competencies. The program provides for a basic course, two strands (The State Diploma and the Local School Credit) and several options. During the basic course, a diagnosis is made of individual students' aptitudes and interests and recommendation is made regarding entry into the continuing strands and options. A program overview is given that includes a discussion of the benefits of language study, a description of goals, rationale for options, and implications for administrators, guidance and teaching staff. In the section on the courses themselves, the basic course and the State Diploma strand are described in detail. The overall objectives of the basic course are presented, as are observations on the content, instructional objectives and resources, evaluation of student progress in developing language skills, identification of personal factors that may affect potential success, reporting and recommendations for the awarding of credit. Four sequences are outlined in the State Diploma strand: the four-skill, listening-speaking, reading-writing and reading sequences. (AMH)

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Modern Languages for Everyone

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"There is no one single 'proper' goal for FL study that can 'logically' be demonstrated. There is no proof that speaking is necessarily primary or more desirable to reading and, of course, vice versa. Neither can one rationally justify the claim that all four skills should be the ultimate goal of FL study. We must recognize that students have different interests, needs, and aptitudes and to refuse to accept this fact has the simple and devastating consequence that they shall learn nothing of significance....

"Not only must we recognize variable goals and interests in FL study, but also variable abilities and FL aptitude. In the past, differential aptitude was tacitly recognized by the expectation of a distribution of grades in standard FL courses as well as, more explicitly, by the placement of students in classes being taught at different rates. But what is needed is the recognition that different aptitudes permit the attainment of different terminal goals both in range and degree within the time requirements and opportunities to learn provided by the FL program. Students should be counseled with respect to the specific terminal goals they may reasonably be expected to achieve taking into account their aptitude, the time available for study, and the amount of effort it may require within the context of their motivation and their other educational aspirations and requirements."

From The Britannica Review of Foreign Language Education, vol. 1, pp. 222-223, c 1968 by Encyclopedia Britannica, Inc.

FOREWORD

The title, *Modern Languages for Everyone*, states the reason for this publication; it also describes the change from previous materials for the modern language teacher. The reader will discover within the first few pages, that the committee which planned this program and the writers and staff who implemented the plans have been interested in providing instruction for a wide variety of potential modern language users, as well as those with various competencies. No longer will modern languages be within the exclusive province of the academic, college-bound student.

In another publication, an additional segment of this material will include discussion of the course options for local school credit. Future plans for the project call for preparation of sections relating to each of the specific modern languages.

The project was initiated in 1974, when the Department called together a committee representing teacher specialists in each of the five modern foreign languages in which State Regents examinations have been offered. Members of the committee included: Leo Benardo, then Director, Bureau of Foreign Languages, New York City Board of Education; Paul Cincinnato, District Director of Foreign Languages, Farmingdale Public Schools; Joan Feindler, Curriculum Associate for Foreign Languages, East Williston Public Schools; Paul Ferrotti, Chairperson, Foreign Languages Department, Commack High School South; John Gallas, Supervisor of Guidance and Psychological Services, Colonie Central Senior High School; Elizabeth Hemkes, Foreign Language Department, North Syracuse Schools; Gladys Lipton, then Assistant to Director of Foreign Languages, New York City Board of Education; Jerome Mirsky, Foreign Language Department, Shoreham-Wading River High School; Enrique Miyares, then Chairperson, Department of Foreign Languages, Bennett High School, Buffalo; Solomon Moskowitz, then Assistant Principal, Foreign Languages, Bay Ridge High School; Donald W. Munson, Principal, Amherst Central High School; Ruth Schmidt, then Dean of Humanities, State University of New York, Albany; Sister Mary Neil Ventricelli, Chairperson, Foreign Languages, St. Nicholas High School, Brooklyn; and Joseph A. Tursi, Professor of Italian, State University of New York, Stony Brook.

Mr. Cincinnato, Ms. Lipton, Mr. Mirsky, and Robert Ludwig, Chairperson, Foreign Language Department, Mont Pleasant High School, Schenectady, developed a first draft of the publication. Mr. Ludwig wrote the final manuscript, drawing upon the work of the draft committee.

Teachers in the Farmingdale Schools applied the rationale and hypotheses upon which the program is based. Teachers, administrators, and pupil personnel staff provided guidance at statewide and regional meetings.

The project has been under the direction of Paul E. Dammer, Chief, Bureau of Foreign Languages Education. Providing advice and assistance throughout the planning and preparation of the publication were Alain Blanchet, Helene Z. Loew, and Morton E. Spillenger, Associates in Foreign Languages Education. Laura B. Fernandez, retired, formerly Associate in Foreign Languages Education, assisted in the planning phases of the project. The manuscript was prepared for printing by Janet M. Gilbert, Associate in Curriculum Development.

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THE MODERN LANGUAGE PROGRAM: AN OVERVIEW

Philosophy

The study of a language or languages other than English is an essential component in the total school curriculum. It is responsive to the needs of the whole spectrum of the student population; it strengthens the development of the basic skills; it provides a powerful experience in developing the reasoning ability of students. Through an experience with another culture, students not only broaden their horizons in cross-cultural understanding of both the oneness and the uniqueness of various societies but also gain a deeper concept of self and an appreciation for their own culture.

Research and empirical evidence show that all students can learn some aspect of communication skills in languages other than English. Some will be able and interested in acquiring the speaking, listening, reading, and writing skills; others will enjoy successful experiences in any one skill or a combination of skills.

Benefits of Language Learning

Being able to *make oneself understood* by a non-English speaker is significantly rewarding. The satisfactions and advantages which accrue from being able to converse may be personal, social, and/or career serving.

The *ability to understand* another tongue — whether through personal contact or via the radio, television, movies, theatre, concert hall, or forum — broadens the knowledge and comprehension base and enriches the human personality. In the service professions, it may even be life-saving.

Chicago Fire Chief to Ask Men to Learn Spanish

CHICAGO, Jan. 3 (AP)—Chicago's fire chief said today that he would ask but not order the city's 4,600 firemen to learn some basic Spanish after 26 persons died in three fires in Latin neighborhoods over the Christmas and New Year's holidays.

Community leaders in the Spanish-speaking neighborhoods had complained that a language barrier hampered rescue efforts.

Fire Commissioner Robert Quinn also said that he would immediately transfer a Spanish-speaking firefighter to work with residents of the Pilsen area, where 17 persons, including 13 children, died in two holiday fires.

Mr. Quinn made the announcements after meeting for more than an hour with representatives of the Pilsen Neighbors Community Council.

Raquel Guerrero, a spokesman for the council, told Mr. Quinn, "We must see an end to people dying needlessly because we lack Spanish-speaking firefighters, proper firefighting equipment and effective fire-prevention programs."

New York Times
Jan, 4, 1977, p. 12

Through the *acquisition of the reading skill*, non-English newspapers and magazines come alive. Works of fiction and nonfiction create new information sources, provide new insights, reveal great works of literature, and give direct entree to a different cultural setting.

7

The *ability to write* another language makes it possible to establish direct contact with pen pals, write letters for personal and business information, function in situations in a foreign country where forms and applications are necessary, and to create poems, short stories, and essays.

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Whatever the *career aspiration* of the learner, the study of a foreign language will have both direct and indirect impact. From the outset, students are helped to acquire skills in making choices and decisions in reacting to content areas. Through constant exposure to cross-cultural comparison, students gain continuing insight into the question, "Who am I?" and an understanding of self regarding areas of strength and developing interests. The development and direct application of second-language skills needed by members of a wide range of occupations, such as engineers, police officers, nurses, physicians, salespersons, secretaries, etc., is an integral part of the curriculum. Because of its communication framework, the study of a second language provides rich opportunities for simulations of job interviews, on the job attitudes, staff relationships, and the gamut of work experience in the development of communication skills.

The study of languages other than English helps students to *understand the nature of culture and the relationship between language and culture.* Through exposure to countless situations of everyday life in the foreign culture, students become aware of the universality of human experience and at the same time ways in which members of other cultures think, feel, and act uniquely. Students learn of the contributions of other people to the arts and sciences and are helped to acquire an appreciation for these achievements and the impact on their own lives and times. Students learn how literature contributes to cultural understanding and gain skills in analyzing, synthesizing, and interpreting.

As students become familiar with the accomplishments, concerns, and aspirations of another culture, they will be better able to *recognize the interdependence of nations* and at the same time value the concept of cultural pluralism.

As students become aware of behavior in another culture, they check it out in terms of self-perception and that of the society in which they live. Their own system of values and beliefs becomes crystallized and in the process may be modified, adjusted, or reinforced. *Self-understanding is deepened* as one learns to understand and appreciate others who may be different.

In studying a second language, students *become aware of language as language.* Through vocabulary development (cognates, roots, prefixes, suffixes) and sensitivity to sentence structure (verbal core, clauses, phrases), the students' English skills are also greatly enhanced.

As an academic discipline, the study of a second language provides a sequential experience which requires a disciplined approach to learning. Students *learn how to learn*; that is, they learn the steps necessary for the achievement of skills competence. Transfer of these learning habits to other curriculum experiences is invaluable.

The modern foreign language curriculum requires each student to make a decision in choosing an option. The choice is made following actual learning experiences and performance in the four communication skills at the beginning of the program. It is based on teacher evaluation and self-assessment. *Learning how to make a critical decision* is integral to the Basic Course of study.

Finally, the study of a second language meets the double imperative of training the young for both the *making of a living and the making of a life.* No well-rounded education can be complete without the study of at least one language other than one's own. The development of transportation and communication systems has brought cultures other than our own within reasonable traveling distance and at accessible cost factors. Foreign language study enhances any career area and at the same time contributes to the humanization, acculturation, and self-understanding of the learner. It is life-enriching and teaches one how to communicate. It contributes to self-assurance and feeling of self-worth. It gives a sense of belonging and contributing. Students become dual ambassadors: of their own country and that of the country or countries whose language they learn. Through the infusion of the arts there is aesthetic enrichment. Through the study of deep culture the concept of "roots" comes alive. Students of foreign languages are ready for the world of tomorrow as well as the world of today: a world whose very existence depends on even closer ties.

"First, le coca cola. Now peanut butter. Who will save La Belle Langue Française?"

Pearson, *Knickerbocker News*, Albany, New York

Goal of the Modern Foreign Language Program

The goal of the modern foreign language program is to make it possible for students to derive as many of the benefits described above as are consistent with their interests, capabilities, and personal goals.

Program Assumptions

Every student has the potential for success in the acquisition of some communication skills in a second language and the development of cross-cultural understanding.

Every student has the potential for pursuing, through grade 12, the study of a foreign language consistent with his/her sequence choice.

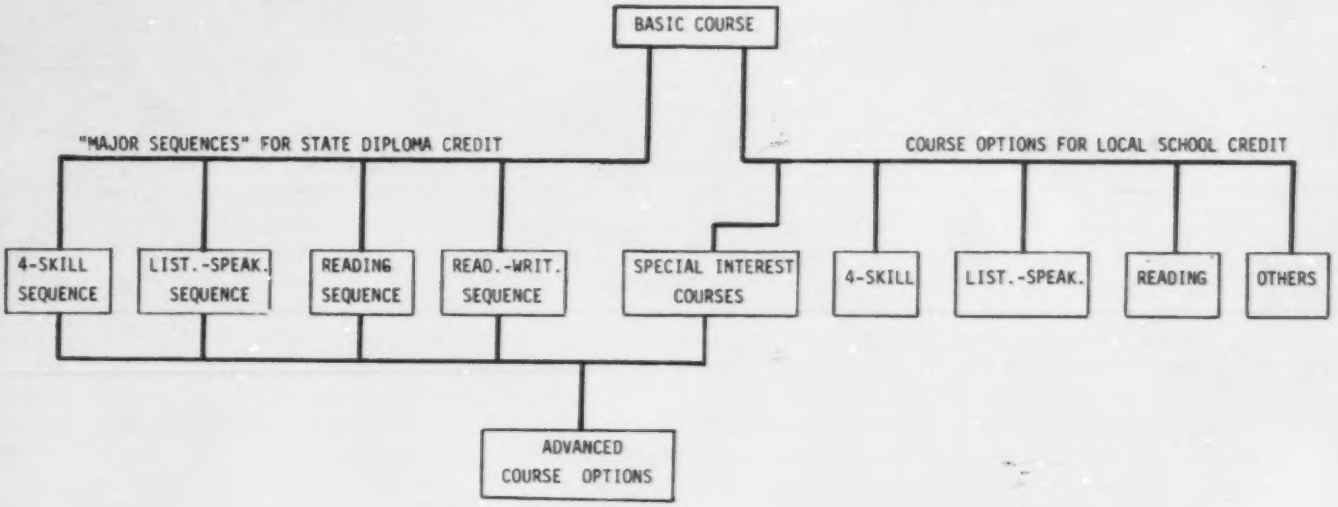
Strategies for Validating the Assumptions and Achieving the Goal

- Each student's strengths in the individual language skills will be diagnosed.
- Each student will be helped to identify special interests, needs, and priorities in developing particular language skills.
- Each student will be helped to identify his/her most efficient ways of learning.
- A variety of courses of study will be provided, wherever possible, to accomodate individual differences in aptitude, interest, and need.
- A variety of instructional strategies will be utilized to accommodate individual differences in patterns of effective and efficient learning.
- Courses of study will be designed which emphasize the interdependence of language and culture.
- Opportunities will be given for sequential learning by providing advanced courses.

The Program

The foreign language program may be started at the elementary, middle, junior, or senior high school. However, the earlier in the continuum such study is begun, the greater the competency in terminal behaviors — both in scope and depth — will be realized. Following an initial experience in language learning that will be common to all students, the program provides for two strands and several options within each. *Each strand or option of choice has equal curriculum importance and validity and reflects emphases opted for as a result of demonstrated aptitude and interest.*

FIGURE I: THE MODERN FOREIGN LANGUAGE PROGRAM



As illustrated above, the initial phase of the program is represented by the Basic Course, regardless of the grade at which the program begins. *A separate Basic Course is provided in each language the school offers.* Its length will depend on the amount of time necessary to make a diagnosis of individual students with respect to entry into the continuing strands and options. Such variables as contact hours, frequency of contact, maturity level of students, and school scheduling will determine the length of the Basic Course. Ideally, the Basic Course should be long enough to afford students sufficient exposure to the course content to achieve the diagnostic objective. At the same time, it should not be long enough for boredom and/or frustrations on the part of students to set in. By the time students are completing the Basic Course, they will need assistance in making a number of decisions. Initially, a determination must be made as to which of the two strands would be most suitable: the State Diploma Strand or the Local Credit Strand. For those choosing the *State Diploma Strand*, there are four possible options in continuing the language experience, all offered in a cross-culturally oriented context.

- *The Four-Skills Sequence:* for students who have shown aptitude and interest in developing all four language skills: listening, speaking, reading, and writing.

- *The Oral Communication Sequence:* for students who have shown aptitude and interest in developing the listening and speaking skills as their primary focus. The goal of this sequence is to develop these two skills in greater depth as a result of this concentration. The other skills will serve a supportive function in this process.

- *The Reading Sequence:* for students who have demonstrated aptitude in reading and who are primarily interested in developing this skill in greater depth. The other skills will serve a supportive function in this process.

- *The Reading-Writing Sequence:* for students who have a particular interest in developing these two skills and who have demonstrated aptitude and interest in these areas. The other skills will serve a supportive function in this process.

Each of the State diploma sequences is described in terms of student performance objectives. The extent to which students have achieved the objectives will be measured by Regents examinations in the most commonly taught languages. Students who have passed the Regents examination in their chosen language and option may be considered as having met the requirement for a "major sequence" under Group 2 toward a State high school diploma.

However, Regents examinations in foreign languages are not intended as measures of terminal study. Instead, students who are successful in the examinations before the end of grade 12 should be encouraged to continue the development of language skills and cross-cultural insights through locally defined advanced course options beyond the "major sequence."

Schools in which students may wish to earn State diploma credit for competence in modern languages other than French, German, Hebrew, Italian, and Spanish must develop locally, sequential courses of study in those languages. Such courses of study must be submitted to the State Education Department in advance for State diploma credit approval. The procedures for making application are described in the publication, *The Secondary School Curriculum of New York State: A Handbook for Administrators.* Unless prior approval is obtained for such courses, they may be offered for local school credit only.

Students who, as a result of their experiences in the Basic Course and/or particular preference, have chosen to enter the *Local Credit Strand* will have the opportunity to develop language skills and cross-cultural understanding in courses which are developed locally.

Since the purpose of local credit courses is to meet specific needs and goals of these students, the characteristics and objectives of the courses as well as the number to be offered may vary from one school to another. Although there is virtually no limit to the possibilities for such course offerings, most of them would tend to be included in the following general categories:

- *Special interest courses:* for students who have demonstrated considerable aptitude in developing one or several of the language skills and who wish to develop the skill or skills within the framework of specialized topics. Such topics may be directly related (but not limited) to particular career aspirations or hobbies. Examples of typical course titles in this category might be:
    - *French for Travelers*
    - *German for Auto Mechanics*
    - *Music and Dance in Hebrew*
    - *Italian Cuisine*
    - *Spanish for Community Service*

As illustrated in Figure 1, these courses need not be terminal but lead to advanced courses in the topic options. Thus, their essential distinction from courses in the State diploma strand is their focus on specialized content vis-a-vis the treatment of a wider range of cultural topics in the State diploma strand.

- *Various skill options:* for students who demonstrated marginal aptitude in the language skill or skills they wish to develop in the program. These courses may parallel those offered in the State diploma strand but provide for a less rigorous learning pace. Highly motivated and successful students will have the opportunity to transfer to the corresponding sequence in the State diploma strand. Conversely, students in a State diploma sequence who choose not to take the Regents examination or who are unsuccessful in it should be awarded local school credit for their study. Courses in this category would differ from State diploma courses in two respects:

    - they provide successful learning experiences for average and below average language students through appropriate pacing and other such instructional techniques;

    - they tend to be less sequential and of shorter duration than State diploma options, taking students as far as they are able and willing to go.

- *Other courses:* for students whose interests and needs would not be served by courses in the two categories described above or by the State diploma strand. Some examples might be:

    - Courses which combine the features of courses in the above two categories, i.e., special-interest content at a reduced learning pace;

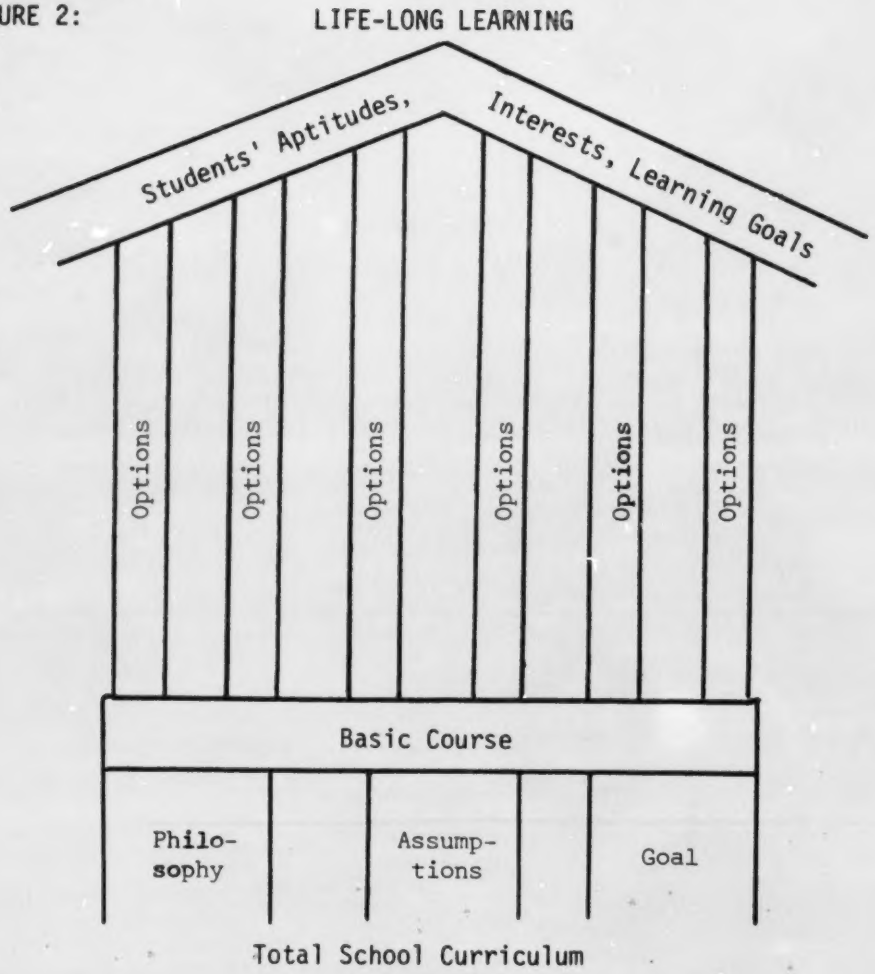
    - Interdisciplinary courses with a language component other than English;

    - Courses in linguistics.

Students' progress in all local credit courses will be evaluated through local examination and evaluation procedures.

Rationale for Options

FIGURE 2:



The modern language program may be viewed as a carefully planned structure, designed to support a wide range of students' aptitudes, interests, and learning goals. The program's philosophy, goal, and assumptions represent the structure's underpinnings which are firmly rooted in, derive strength from, and add solidity to the total school curriculum.

The Basic Course signifies the "ground floor" of language learning, the level at which students are helped to develop fundamental language skills while identifying their individual strengths, interests, and needs. *The central framework for helping students reach their potential and goals and supporting their interests is provided by the options.* The entire structure is set against the background of life-long learning.

When viewed in this manner, the rationale for options can be summarized as follows:

- *The options make language learning experiences accessible to all students.*
- *The options facilitate particular, practical — such as career-oriented — learning goals while nurturing the intrinsic, affective values of second-language learning.*
- *The options give students with sensory handicapping conditions the opportunity to achieve success in second-language development.*
- *The options provide local schools with the flexibility necessary to develop the best possible language programs as determined by local factors.*

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Implications for Administrators, Guidance, and Teaching Staff

The successful implementation of any curriculum is predicated upon the close cooperation of all who share in the responsibility of educating young people. A full understanding of the issues and the anticipation of potentially problematic areas are indispensable in finding solutions through cooperative efforts.

In the case of the modern language curriculum, an area of mutual concern is the recording and reporting of students' potential and for progress in the program.

Because of its inherent diagnostic function, the *Basic Course* requires particular consideration in regard to the reporting of students' *potential rather than norm-referenced achievement.* This type is discussed in detail in the Basic Course Section on pages 26-30. Models for reporting learning potential are included.

The courses in which students enroll after the Basic Course also require special consideration in the recording and reporting of students' progress and achievement. Since in an option-oriented program, general descriptors such as "French I" will be virtually meaningless, more *specific course descriptors* must be devised for permanent records, transcripts, and report cards. These descriptors should provide information regarding the language, the nature of the course, the stage or level of learning, and the strand. The following are examples for courses in French for the purpose of illustration.

S = State Diploma Credit

French
- 4-Skills 1S
- Listening-Speaking 1S
- Reading 1S
- Reading-Writing 1S
- 4-Skills 2S
- Listening-Speaking 3S
- etc.

L = Local Credit

- Convers. French/Travelers 1L
- French Cuisine 2L
- French Reading 3L
- etc.

French Influence in Africa 4 S/L
etc.

Students who demonstrate interest in and aptitude for the study of languages should be given the opportunity to opt for additional language offerings. This may be accomplished through the regular course selections, in independent study, or through a tutorial program. The diagnostic function of the Basic Course in these cases will generally require a minimal time frame because of the students' previous second language experience. The Basic Course for such students will be primarily skills-building in the cross-cultural context.

Implications for Administrators

The number of course or sequence options following the Basic Course that a given school can and should offer will depend on the size of the particular

language or languages population and the degree of heterogeneity of its students' aptitudes and interests. This guide describes the program possibilities; the schools must decide which of these will best serve the needs of their students.

It should be noted, however, that in schools where there is small enrollment, it is possible to offer two options in a particular language without necessitating additional sections or conflicts in scheduling. Classroom management strategies make it feasible, for example, to have a Spanish reading option group working independently through silent reading and related activities while at the same time in the same classroom the teacher is working with a second group in the Spanish oral communication option on conversational activities. Conversely, one group of students might be involved in listening comprehension through the use of playback equipment while another group in another part of the same classroom discusses reading activities with the teacher. Both groups would come together for cross-cultural experiences and areas of common interest.

Teachers of the Basic Course should be skillful in introducing students to the nature of language and how it is communicated; in providing students with learning experiences in the four language skills which are culturally centered; in assessing students' strengths, interests and needs in developing individual communication skills; and in working with students of diversified aptitudes, interests, and motivation. In large schools the possibility of team teaching should be explored so that teachers with special talents may more fully impact the program with their know-how. Similarly, opportunities for interdisciplinary involvement become manifest as cross-cultural emphasis is developed.

Computer programming, where utilized, must be adapted to the reporting system selected, and support systems to insure adequate instructional resources must be provided.

Implications for Guidance Staff

The diagnostic objectives of the Basic Course and the strands and options which follow require close liaison between foreign language teachers and guidance staff.

Initial interpretation of the program in a joint meeting of the two staffs, explanation of the program in the course of studies publication, and an orientation session for students and parents are essential elements in the implementation of the program. The focus of these activities will be not only on the Basic Course but also on the strands and options which follow and the rationale for them.

As students receive diagnostic recommendations and relate these to personal goals, they will need help in recognizing their strengths and preferences. Through the counseling process students will be helped to make decisions with respect to the available options.

Several basic assumptions are implicit:

- *that, a priori, the program is designed to make language learning experiences accessible to all students;*
- *that guidance and language staff share in the responsibility for creating an awareness among students of the potential benefits of second language learning;*
- *that there is equality of value in whatever option is selected;*
- *that there is provision for mobility within options so that individual students will have the opportunity to reassess directions and emphasis.*

'Practical' Approach Is Helping Pupils Learn Languages

By EDWARD B. FISKE

In the face of a continuing decline in the study of foreign languages at all levels, teachers across the country are developing new language courses that stress conversation, career awareness and other "practical" skills rather than the traditional study of literature.

The schools in Chicago, for example, which once limited language courses to their more-able students, have successfully opened them up to students in the lower academic tracks.

"I found that some of the children who had problems in English were succeeding in other languages," said Edwin Cudecke, director of the bureau of foreign languages in Chicago.

Among the new offerings for less-able students are "comparative language" courses that give students a sampling of the greetings, expressions of politeness, numbers and other basic elements of several languages in the course of a term.

The new ethnic consciousness in the country has provided language teachers with an opportunity to innovate. Chicago schools now give credit to students who study Hebrew, Chinese and Latvian at synagogues and other after-school programs so long as they enroll for the next level of instruction.

Laney Community College in Oakland, Calif., has introduced a whole range of "new" foreign languages, such as Swahili, Filipino and Mandarin Chinese. At Howard University in Washington, students are showing increased interest in Portuguese, which is spoken in politically controversial areas such as Brazil, Angola and Mozambique.

The dominant trend in language study, though, is clearly toward its practical applications, with numerous colleges teaching language in terms of specialized needs. Howard offers business Spanish and scientific French, while Lehigh University students can take up Russian for science, business and industry.

Combined majors are being developed with an eye to areas where jobs seem to be developing. Howard, for instance, now offers a combined master's degree in Russian and economics. There is also a growing emphasis on conversation courses rather than the study of literature.

Even in the absence of this emphasis on the practical, there are signs that, given a bit of imagination, language courses will still attract students. At Dartmouth College, for example, language enrollment is booming. The percentage of language majors has doubled since 1968, and the college has added seven full-time language instructors.

A major spur has been its "Language Study Abroad Program," which attracts more than 400 students a year. Under it, students study and live with local families for 10 weeks in Europe, Mexico and Canada. Another is an intensive language program developed by John Rassias, a professor who uses classroom techniques such as interviews with foreign "dignitaries" to thrust students into immediate use of the language they are studying.

"Language training in this country is down to a perilously low level, but I think it will rise if it is taught differently, emphasizing each person's urge to express himself," Professor Rassias said. "We should teach languages to communicate."

The New York Times
Wednesday, March 23, 1978

THE COURSES

THE BASIC COURSE

Introduction

The Basic Course is an integral part of the option-oriented program. It represents the beginning phase of the language learning experience and is offered in each language that is included in the school's program. Students are exposed to all four skills and through this experience demonstrate to themselves and their teacher the skill areas in which they tend to be most successful and interested. This enables them to choose the option which most appropriately will serve their needs.

Course Objectives

Elementary Grades (K-6)

The emphasis of instruction will be on the listening-speaking skills in a cross-cultural context, but with sufficient exposure to reading and writing to make diagnosis possible, so that students' strengths in each of the four skills may be identified. Dependent upon such factors as length of sequence, contact hours, learner readiness, etc., it may be possible to arrive at a diagnosis which will enable students to select options in grade 7. However, such a program would minimally begin in grade 5 and continue through grade 6 to ensure the possibility for adequate diagnostic information.

Secondary Grades (7 and above)

The objectives of the Basic Course in the secondary grades are diagnostic, instructional, and motivational.

Diagnostic:

Identify individual students' areas of potential success, interests, and needs in developing the four communication skills.

Instructional:

Provide learning experiences in each of the four language skills within the framework of cross-cultural content in order to achieve the diagnostic objective. The second language will be the vehicle of instruction in the classroom, but explanations in English should be given as needed and whenever facilitative of the course objectives.

Motivational:

Help students to develop an understanding of the values of language study and to enjoy participating in a language learning experience. Through the process of self-evaluation the learners will develop an awareness of their strengths. The enhancement of a positive self-image becomes a reality with the basic postulate that, with any amount of effort, each child has the potential for success in one of the options:

four skills, listening-speaking, reading, or reading-writing. Thus, emphasis is on success and identification of strengths. Where student effort is insufficient to make the diagnosis of strengths and interests possible, students will have the option of continuing in the Basic Course until diagnosis can be made or postponing it until such time as they are ready to participate.

Course Content

The course includes three content areas:

- introduction to communication
- cultural content
- linguistic content

Introduction to Communication

This course aspect focuses on the nature of communication and how it works. Such areas as cognates, prefixes, suffixes, pluralization, parts of speech, sentence structure, accentuation, pitch, stress, and rhythm as they relate to phonology, morphology, and syntax are explored with reference to contrasts between the specific language being studied and English. The various ways of sending and receiving messages are explained and demonstrated in this introductory component.

Cultural Content

The cultural content serves two major functions:

- it introduces students to facts and concepts regarding the countries and peoples being studied;
- it provides the context for the development of language skills, i.e., the linguistic course content.

Any of the following topics may be included in the Basic Course:

- Geography and its influence on the lives of the people
- Climate
- Contributions of the people to society
- Family relationships
- Home
- School
- Friends
- Food

- Clothing
- Work
- Play and recreation
- Shopping
- Holidays

The topics should be developed to show relationships between the target culture and students' experiences within their own culture. The depth and scope of treatment of the topics will depend on the maturity level of students and the instructional resources available. It is expanded in the course options following the Basic Course.

Linguistic Content

Since the specific aspects of vocabulary and structures to be included in the Basic Course will differ among different languages, this topic will be discussed in detail in the individual language sections which follow this general section. Nevertheless, the following general considerations apply to all languages.

- *The range of vocabulary to be included is determined by the cultural topics introduced in the Basic Course.*
- *The structures to be included are likewise determined to some extent by the cultural topics as well as the particular language skills being learned. However, the major factor in determining the range of structures to be introduced is represented by the range of abilities and communication needs of the students enrolled in the Basic Course. As a general rule, the Basic Course should not be viewed as an extensive exercise in descriptive grammar.*

Objectives of Instruction

Whereas the instructional objectives of the courses beyond the Basic Course will be expressed in terms of students' performance, the diagnostic function of the Basic Course dictates that the objectives of instruction for this course be stated in terms of *exposure rather than performance.*

The objectives listed in this section of the Curriculum Guide are intended as a general index for teachers; they will be further developed in the individual language sections of the Guide. The objectives for each of the four communication skills are arranged according to learning taxonomies, beginning in each case with the simplest tasks and leading in a succession of steps to the more complex. Although all students in the Basic Course should be exposed to the activities that are contained in the instructional objectives, it is assumed that not all students will achieve mastery of all listed skills.

Within the Basic Course, students will have had the opportunity to develop skills according to their ability in the following areas:

Auditory Comprehension

- Aurally discriminate phonemic differences in the target language.
- Aurally recognize intonation patterns which identify utterances as statements, questions, or commands.
- Aurally recognize morphemic signs which differentiate gender, number, and tense as well as sandhi-variants.
- Give an appropriate psychomotor response to commands in the target language.
- Understand, without recourse to English, questions, statements, and rejoinders based on structure, vocabulary, and situations presented previously.

Speaking

- Imitate vowels and consonants of the target language.
- Imitate the sandhi-variants of the target language presented.
- Produce intonation patterns which differentiate declarative, interrogative, and exclamatory utterances.
- Actively control the high frequency spoken vocabulary of the target language as well as the structures presented in the basic text and other resources.
- Converse within this vocabulary and structural range on subjects of experiental interest within the cultural themes studied.

Reading

- Recognize punctuation marks which affect meaning in the target language.
- Recognize new vocabulary items which are true cognates in English.
- Expand active and passive vocabulary through exposure to synonyms and antonyms.
- Recognize syntactic signs such as verb endings, plurality, gender, and number essential to comprehension.
- Make intelligent guesses of unknown vocabulary based on context and sentence structure.
- Read with comprehension dialogues and narratives without recourse to translation.
- Read with comprehension recombinations of materials previously learned.

- Exercise reasoning power through inquiry process directed to materials read.

Writing

- Copy accurately material previously studied.
- Represent sounds in the target language by appropriate graphemes.
- Spell correctly items of vocabulary previously studied.
- Produce structurally accurate sentences from given elements.
- Create questions as well as answers from previously learned elements.

Instructional Methodologies, Strategies, Techniques, and Classroom Management Procedures

Instructional methodologies, strategies, techniques, and classroom management procedures must be designed

- *to make language learning experiences accessible and meaningful to students with a wide range of backgrounds, aptitudes, interests, needs, and learning styles; and*
- *to achieve the diagnostic, instructional, and motivational course objectives.*

No one methodology will suffice to meet these ends. Instead, a wide variety of methodologies must be utilized. In addition to specifying the content to be covered, daily lesson plans should clearly state the instructional objectives to be achieved by that lesson and the strategies and techniques for achieving them. The daily instructional objectives, in turn, should always relate to the three course objectives. In this way, teachers will be sure to make provision for employing the appropriate methodology in each lesson. There are many choices, including the following:

- *audio-lingual*
- *audio-visual*
- *audio-lingual-visual*
- *visual*
- *visual-graphic*
- *graphic*

Whereas the instructional methodologies are largely determined by the communication skill or skills to be developed in a given lesson, i.e., by *what* is being taught, strategies, techniques, and classroom management procedures refer to the *ways in which* the methodologies are related to

students. These, too, must be sufficiently flexible and diversified to make learning experiences accessible and meaningful to all students enrolled in the Basic Course and to arrive at reliable diagnoses of individual students' strengths and the conditions under which they tend to learn best.

The infusion of a variety of *strategies* into the instructional process is particularly important at the beginning of the Basic Course. This will not only ensure a variety of learning experiences for students but will also enable teachers to observe and record individual students' preferences for specific strategies. For example, in the development of certain cultural topics, an inductive approach may be used to encourage students to draw inferences and demonstrate their potential for cognitive code learning. In other situations, topics should be developed deductively to accommodate students who would benefit from this approach. On occasion the two approaches should be fused. Similarly, the order in which individual language skills are introduced should not be limited to only one sequential treatment. For example, in some situations and for some students an order beginning with the listening skill, followed by reading, writing, and speaking, or any other sequential variation, may prove to be more effective than a listening-speaking-reading-writing sequence. After having provided students with a variety of such strategies to demonstrate a pattern or preference, teachers may then limit their repertoire to those that tend to be most effective.

Instructional *techniques* that facilitate students' active participation in learning activities should be used throughout the Basic Course. Certain techniques, such as mini-dramas, audio-motor units, visual literacy exercises, and a number of learning games also have high motivational impact. Moreover, they provide needed changes of pace from techniques that tend to be teacher-dominated and at the same time give teachers the opportunity to closely observe students for diagnostic purposes.

For similar reasons, provision should be made for a variety of classroom settings through appropriate *management procedures*. Whenever warranted by lesson objectives and tasks to be performed, teachers should digress from large-group instruction by engaging students in small-group or individual learning activities. For example, a small-group setting would allow more students to participate actively in an audio-motor unit than a large-group setting. Modified group arrangements also help to accommodate students for whom strength/interest diagnosis and choice of post-Basic Course option have been accomplished before other students. In this way, they may actually begin work in their chosen course option while still in the setting of the Basic Course.

Because of the potential heterogeneity of the students enrolled, it must be assumed that most of the learning and reinforcement in the Basic Course will take place in the classroom. *Homework and home study* assignments should be very carefully planned and designed to stimulate students' interest and serve individual needs. The *use of libraries* should be encouraged for the purpose of extra-class study and cultural research. However, out-of-class assignments should always serve a specific learning function that could not be achieved more effectively and efficiently in classroom activities. They should never be conceived as routine busywork.

Instructional Resources

Materials and Equipment

As in the case of all courses in the program, teachers should be guided by two major criteria in the selection of materials and equipment for the Basic Course.

- Materials and equipment should be *objective-effective*, i.e., they should be considered on the basis of their serving a specific need as determined by the course objectives.

- Materials and equipment should also be *cost-effective*, i.e., they should assist in the most efficient and economical achievement of the course objectives.

The following steps should be followed in the process of selecting basic texts, supplementary materials, and equipment for the Basic Course:

1. Review of the three course objectives.

2. Review of all materials and equipment that have the potential for helping students and teachers achieve th objectives.

3. Rating of all materials and equipment reviewed as either "Excellent," "Acceptable," or "Unsatisfactory" in terms of the following criteria:

   - Contains treatment of cultural topics listed on pp. 16-17 of this guide or provides cultural "points of departure" from which teachers may develop the topics in the desired depth.

   - Presents cultural information authentically.

   - Provides opportunities for the most effective, efficient, and economical development of the four communication skills within the scope of the instructional objectives of the Basic Course (see pp. 17-19).

   - Presents the language authentically.

   - Provides opportunities for developing cultural insights and the communication skills in an integrated manner rather than as separate entities.

   - Is suited to students' mental and chronological age.

   - Will attract and retain students' attention and interest.

   - Is adaptable to various instructional strategies (see p. 20).

   - Is adaptable to various classroom management procedures and learning modes (see p. 20).

There are several publications on the selection and use of audio-visual materials and equipment. After having identified specific needs for

references and information, teachers may wish to initiate a computer search for appropriate literature by means of the State Education Department's information retrieval system. Requests for such searches, which would ensure access to the most up-to-date sources of information, should be addressed to:

New York State Education Department
Educational Programs and Studies
Information Service (EPSIS)
Albany, New York 12234
Tel. (518) 474-3639

Facilities

Classrooms in which the Basic Course is taught should provide an appropriate cultural setting for the cultural/language learning experience. Realia should reflect the cultural topics being studied, and students should be encouraged to participate in carrying out the themes by assisting in the decoration of the rooms.

Classroom furniture should be flexible to facilitate variations in classroom management procedures. To this end, student desks and tables should be of a nature to make movement possible so that the room setting can be changed from large group to small group and individual activity stations.

Human Resources

The most important aspect in any instructional program is the human element, particularly if the purpose of the program is to help students in the development and application of human communication skills and in the understanding and appreciation of human cultural behavior. Within the context of second-language and cross-cultural development, the most important human resource is represented by *language teachers*. The requisite competencies of Basic Course teachers have been discussed under the heading, "Implications for Administrators," on page 12.

Human resources other than teachers can be a significant asset to the Basic Course if they are used objective-effectively.[1] Included in this group are paraprofessional teacher aides, permanent and temporary community volunteers, and peer "teachers."

Many communities in New York State have residents who are native speakers of the language teaching in the schools or who have, through residence or extensive travel, acquired knowledge and insights in particular aspects of those cultures. Such persons should be considered as potential paraprofessional language teacher aides or community volunteers. It is useful to distinguish between permanent volunteers — those who can serve on a regular basis, such as two days a week during the school year — and temporary volunteers, i.e., those who are available less frequently.

Given equal backgrounds and competencies, *teacher aides* and *permanent volunteers* could perform essentially similar tasks. These must be determined locally since they may be subject to local contractual agreements.

[1]Definition of this term can be found on p. 34.

The tasks performed by *temporary community volunteers* should likewise assist in the achievement of certain instructional and motivational objectives. For example, the volunteers may be asked to visit the class on a given day to show slides on the cultural topic that is being taught at the time or to tell of their experiences relating to that topic. They could add authenticity to a number of instructional techniques by helping to stage and possibly participate in minidramas and audio-motor units or by assisting teachers in acting out certain dialogues. Moreover, they could be asked to participate occasionally in language fairs. The key to the objective-effectiveness of community volunteers is to coordinate their particular skill or expertise with the particular educational need to be served.

There are several advantages in permitting particularly gifted or advanced students help other students learn, i.e., act as *"peer teachers."* Serving on occasion as "peer teachers" provides students with the opportunity to reenforce that which they have learned by applying it in a concrete and practical manner; it stimulates their thinking process and creates an awareness of how they learn themselves; it allows them to engage in a career-related activity and to assess their potential interest in it; it gives them an added sense of achievement and service; it is, in short, an excellent motivational learning device. In many cases, students who are being helped in their learning activities by peer students, either on an individual basis or in small-group work, find this experience equally rewarding as well. The ability of a peer student to master a particular skill or comprehend a given concept often motivates emulation. For many young individuals the student-student relationship is an essential aspect of effective learning. Research has shown that there are considerable numbers of students who learn best from other students. Objective-effective involvement of "peer teachers" also allows the classroom teacher to afford more class time to those students whose learning needs are best served by as much individual contact with the adult teacher figure as possible.

Evaluation of Student Progress in Developing Language Skills

The diagnostic objective of the Basic Course requires that each communication skill be evaluated separately. In order to achieve an appropriate evaluation, students must be given ample and continuous opportunities to demonstrate performance in competencies. Such evaluation will occur informally in day-to-day classroom interaction — student to teacher, teacher to student, and student to student — as well as in the formal assessment of progress through tests and quizzes.

Although each skill must be evaluated separately, it should be noted that the individual skills complement each other in daily performance. However, the evaluation of progress in each skill will be determined independently. It is the student profile of performance in the four skills developed through the various units of cultural themes that will provide evidence for diagnostic evaluation as to which strand and option will be recommended to students following the Basic Course.

Each theme in the development of the language skills will have its particular linguistic objectives relating to the four skills. The evaluation will indicate the degree to which these objectives were achieved. For example,

in a unit on greetings, in evaluating the *speech* skill, objectives might include:

OBJECTIVES	EVALUATION SAMPLES
1. Given five indicators, the student will be able to ask classmates' names as well as the teacher's in accordance with the cultural distinction between formal and informal address with 100 percent accuracy.	1. The student's utterances represented ~~100% stylistic differentiation~~ (greetings: S: Formal-inf ✓) 2. The student provided the appropriate question with 80% accuracy (greetings: S: Formal X 4/5) 3. The student was able to distinguish between pronoun forms with 100% accuracy but could only produce the appropriate verbal morph in 40% of the cases (greetings: Formal-Informal X Verb-Morphs)
2. The student will be able to produce the appropriate intonational pattern both in asking the question and in giving the name in response.	1. The appropriate intonational contour was for both question and answer with 100% accuracy (greetings: S: Intonation ✓) 2. The student's intonation was 100% accurate in making statements but an ascending pitch was used incorrectly in asking questions.

In a unit on the school day of a child, the evaluation of the *aural comprehension* skill objectives might include:

1. Given four sets of pictures of clocks representing specific times, the student will be able to select from each group of four the time appropriate to the verbal cue with 100% accuracy.	1. The student selected the appropriate clock in each of the four sets with 100% accuracy (School Day: AC ✓) 2. The student selected the correct clock in response to three of the four stimuli but incorrectly identified snack time as 11:00 a.m. (School Day: AC X 3/4)
2. After listening to a short paragraph concerning the breakfast meal and an oral question relating thereto, the student will indicate which of four dictated responses is the most appropriate.	1. The student correctly circled (B) (School Day: AC ✓) 2. The student incorrectly circled (C) which represented a false cognate (School Day: AC X False Cognate)

In evaluating the *reading* skill, objectives on a unit dealing with the seasons might include:

OBJECTIVE	EVALUATING SAMPLE
1. After reading a short paragraph, the student will be able to select the most appropriate title for the story from the alternative presented.	1. The student selected the appropriate title (Seasons: RC✓) 2. The student incorrectly identified the title (Seasons: RCX)
2. Given 7 pictures representing a variety of seasonal settings, the student will be able to match 5 statements to the appropriate pictures with 80 percent accuracy.	1. The student selected the appropriate picture for all five of the statements (Seasons: RC✓X) 2. The student selected the appropriate picture of four of the five statements incorrectly placing the foil "The temperature is 25 degrees Celsius" with a winter scene (Seasons: RC✓ [METRIC]) 3. The student placed all five statements with the same picture (Seasons: RCX - [Directions?])

In evaluating the *writing* skill, objectives on a unit dealing with occupations might include:

1. Given in written form the correct answers for ten assigned questions concerning job descriptions, the student will underline errors on his/her paper and write the corrected form in the margin with 100 percent accuracy.	1. The student had four spelling errors all of which were accurately corrected in the margin (Occupations: W: Copy ✓) 2. The student had eight errors, five of which were accurately corrected in the margin. The errors involving inverted accent marks were not noted by the student (Occupations: W: Copy X [inverted accents]) 3. The student had thirteen errors, eight spelling; five structural, of which five were corrected in the margin. Three of the corrections were inaccurate (Occupations: W: Copy X [5/13 3 Inc Sp + SSR])
2. Given a pattern drill on the present tense of the verb "to buy," the student will be able to write the correct form for the actor-person with 100 percent accuracy.	1. The student made no errors (Occupations: W: PDV) 2. The student had the error, third person plural ending (Occupations: W PD C [3d per Pl] "to buy")

Identification of Personal Factors Which May Affect Potential Success

The dynamic daily interaction process as well as the student's cumulative folder and guidance counselor input provide the teacher with cues as to what motivates each student. Individual learning styles are explored and noted. Students need to be informed as to where they are going, how they will get there, and how the experience will benefit them personally, relating all of this to their own goals. Students should be helped to identify these goals, however tentative, and to formulate their own terminal objectives for the Basic Course.

By providing a fluid network of relationships in a warm, accepting atmosphere in which individuals feel secure, belonging, and contributing and in which the accent is not on fear of failure but on demonstration of particular talents, the teacher of the Basic Course establishes with the students the ground rules for diagnosis and the context in which it will take place.

In arriving at a diagnostic statement, the students' needs, interests, aptitudes, learning styles, motivational patterns and personal goals are strategic considerations. These factors should be noted for each student in an appropriate log. In developing this log, each teacher will devise a system of abridged comments and/or symbols to make it possible to record evidence for large numbers of students.

Reporting

Purpose

The purpose of the reporting system is to assist students and their parents in the choice of the appropriate course option beyond the Basic Course and thus to highlight the talents demonstrated in the realization of instructional objectives.

Reporting should not only occur at school reporting time but also as a continous process so that students are aware of their progress at any moment, that is, objectives met as well as those still to be attempted. Where there is insufficient diagnostic evidence because of lack of student effort, student absences, or inappropriate student behavior, such patterns should be discussed with students, parents, guidance, and administration so that remediation may occur with minimal time lag.

The report will indicate the student's relative strengths in each of the four skills as well as those personal factors impinging upon successful performance. The student is judged purely in terms of the degree to which objectives have been met and not in terms of comparison with other students in the class. Progress will not be reported in terms of a percentage or letter grade but rather as a point in an established framework in the continuum of skills performance with each skill receiving a separate evaluation. Personal factors will be reported with a summary statement or its equivalent.

Format

The reporting system for the Basic Course must provide for the transmittal of two types of information:

- the student's relative strengths in developing individual communication skills in the language studied, as demonstrated in the Basic Course, and
- discernible personal factors which may affect potential success in future language study.

The information regarding a student's *demonstrated strengths in developing individual communication skills* may be conveyed in one of three ways, depending on a school's philosophy regarding reporting procedures. The three approaches are:

1. Using the numerals 1, 2, 3, and 4, the student's performance in each of the four skills is indicated. Numeral 1 refers to the student's strongest skill and numeral 4 to the weakest skill regardless of the normative degree of performance in these skills. This approach emphasizes students' strengths in skill development potential without reference to external norms.

2. Using the numerals 1-4 as indicators of specified degrees of performance, students' progress in each of the four skills is reported. The indicators represent the following achievement:

   1: Has reached at least 90% of the instructional objectives in the skill at the time of the report.

   2: Has reached at least 75% but less than 90% of the instructional objectives in the skill at the time of the report.

   3: Has reached at least 50% but less than 75% of the instructional objectives in the skill at the time of the report.

   4: Has reached less than 50% of the instructional objectives in the skill at the time of the report.

   Inasmuch as this approach would tend to compromise several key objectives of the Basic Course by applying performance objectives to instructional objectives not intended for that purpose, its adoption would be recommended only in instances where a school's philosophy mandates a norm-referenced reporting system.

3. Using the numerals 1-5 as indicators of general degrees of performance, students' progress in each of the four skills is reported. The indicators represent the following degrees of achievements:

   1: Superior performance in the skill.

   2: Good performance in the skill.

3: Average performance in the skill.

4: Poor performance in the skill.

5: Inadequate evidence.

This approach is closely related to the second, described above, and should be used under the same condition.

Information that relates to *personal factors which may affect potential future success* is best conveyed by means of brief narrative statements in spaces provided for that purpose. Schools utilizing a computerized reporting system would establish a coded list of statements for input into the computer. The following might be included in a partial list of such statements:

A Enjoys activities related to developing the oral communication skills.

B Enjoys activities related to developing the reading skills.

C Enjoys activities related to developing the writing skill.

D Has greater interest in some topics than in others.

E Would benefit from a slower pace of instruction.

F Learns best in large group situations.

G Learns best in small group situations.

H Learns best in individualized situations.
etc.

On computerized report cards, the column for "final grade" could be utilized for indicating the teacher's recommendation regarding the student's future skill(s) option and the "type of examination" column for indicating the strand in which the student should pursue the option, i.e., the "State Diploma" or the "Local" credit strand.

Interium reports should be issued to indicate personal factors contributing to difficulties as well as to high achievement. Patterns of change in motivation and learning styles might likewise be noted. Such reports should be shared with students, parents, and guidance staff as well as administrators when appropriate.

REPORT
MODERN FOREIGN LANGUAGES
SCHOOL YEAR: *1980-81*

BASIC COURSE IN *French* STUDENT: *Mary Doe* TEACHER: *Donald Jones*

Report Periods	Skills				Comments and Observations
	Listening	Speaking	Reading	Writing	
1	2	1	3	4	*Mary enjoys and does well in the oral communication skills. She in an excellent performer in our audio-motor units. Mary has near-native pronunication in the materials thus far presented. Her copy work in writing exercises is extremely careless, and she has a good deal of difficulty in spelling correctly.*
2					
3					
4					

Final Recommendation: _____ should continue the study of _____

in the _____ option of the _____ strand.

Teacher's signature: _____ Date: _____

FIGURE 3: Example of a noncomputerized report card for the Basic Course.

SUBJECT	TEACHER	1st SEMESTER				MID-TERM	2nd SEMESTER				EXAM	TYPE	FINAL GRADE
		1	C	2	C		3	C	4	C			
French Bas. Crs.	*Jones*		A D E										
Listening		*2*											
Speaking		*1*											
Reading		*3*											
Writing		*4*											

To the Parents of:
Mary Doe

PROGRESS REPORT

SCHOOL YEAR GRADE HOME ROOM SCHOOL

ABSENCE TARDY COUNSELOR

FIGURE 4A: Example of a computerized report card for the Basic Course (Face side)

EXPLANATION OF CODES

1. Progress Columns

1 - Strongest skill
2 - Second strongest skill
3 - Third-strongest skill
4 - Weakest skill

2. Columns C (Comments)

A - Enjoys activities in developing oral communication skills.
B - Enjoys activities in developing reading skills.
C - Enjoys activities in developing writing skills.
D - Has greater interest in some topics than in others.
E - Would benefit from a slower pace of instruction, etc.[1]

3. Final Grade Column

Asterisk(s) denotes skills student should further pursue.

4. Type Column

S - Recommended for State Diploma Credit Strand.
L - Recommended for Local Credit Strand.

FIGURE 4B: Example of a computerized report card for the Basic Course. (Reverse side)

[1] note to Teacher: see p. 28.

Length of the Basic Course

The Basic Course concludes when sufficient evidence has been compiled to permit diagnosis.

For those for whom diagnosis is completed and decisions reached earlier than for others, concentration on the chosen strand and option may begin within that classroom through the application of appropriate management strategies.

For those for whom diagnosis cannot be accomplished for any number of reasons, opportunity should be given to provide such evidence either through continued participation in the Basic Course, or postponment of such participation to a later date, should factors so indicate.

Recommendation for the Awarding of Credit

It is recommended that students who produce sufficient evidence of performance for the diagnostic function to be accomplished be awarded one unit of local credit for the Basic Course experience.

Since a final letter or percentage grade should not be given for the Basic Course, it is also recommended that the Basic Credit experience not be included in determining students' class standing even though they have been awarded credit for it.

THE STATE DIPLOMA CREDIT STRAND

Introduction

A number of doors leading to the total language program are open to students following the Basic Course (N.B. Figure 1, page 7, and illustration, page 31). The choices available in this program are included in two general strands: the State Diploma Credit Strand and the Local Credit Strand.

Within the State Diploma Credit Strand, students have the opportunity to complete a *major sequence* toward a State (i.e., "Regents") High School Diploma in any of four sequence options. Achievement of a major sequence is contingent upon completion of a Regents examination specific to the option selected.

The four options are as follows:

- the Four-Skill Sequence
- the Listening-Speaking Sequence
- the Reading-Writing Sequence
- the Reading Sequence

Each of these sequences has equal curriculum importance and validity. Whatever the option selected, it will be chosen as a result of aptitude and interest demonstrated in the Basic Course.

Completion of a major sequence is not *to be viewed as a terminal learning goal. Instead it should be considered as* an intermediate step *toward experiences in more advanced course offerings.*

Since the reference to the minimal study time requirement, found in Section 8.2(a) of the Rules of the Board of Regents, does *not* apply to the major sequence in foreign languages, the four sequences are described in terms of behavioral outcomes rather than "levels" or time frames. Thus, students may be admitted to the appropriate Regents examination at the time they have individually acquired the particular skills and content background in requisite depth and breadth, as provided in Section 8.2(b) of the Rules of the Board of Regents.* Although the rate of learning and progress will vary from student to student, it may be anticipated that between 360 and 480 contact hours beyond the Basic Course will be needed to reach the behavioral outcomes, depending on individual native ability and maturity as well as such factors as class size, availability of instructional materials and other resources, and the number of options which may be presented concurrently within a single course offering.

Within this section, i.e., Section I of the Curriculum Guide, the parameters of the projected learning outcomes for each of the sequences are outlined in general terms as determined by the following three aspects:

- the level or degree of competence of applicable language skills
- the depth and breadth of cultural content
- the types of materials or situations

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*See pages 22-23 of *Rules of the Board of Regents and Regulations of the Commissioner of Education*, the State Education Department, 1973.

Since these three aspects depend on the specific language being learned, the outcomes are more specifically stated in the succeeding sections of the Guide that relate to individual languages.

Common to the development of all four sequences are the following general considerations:

- Each sequence must be closely articulated with the Basic Course to ensure an orderly progression of learning.
- Since students are enrolled in a particular sequence on the basis of both diagnostic prognoses and personal choice, they should be expected to succeed in achieving the outcomes projected for the sequence they have selected.
- In each sequence the context for the development of the language skills is provided by cross-culturally oriented content.
- Throughout each sequence students are provided with a continuous orientation to the benefits of second language learning and how these relate to their personal objectives.
- The interweaving of career educational goals is an integral component of the instructional plan for each sequence.
- The integration of the arts in the curriculum is common to each sequence with a multisensory approach in its implementation.
- No single methodology, strategy, technique, or classroom management procedure will suffice to help individual students achieve the projected outcomes in any sequence. For a detailed elaboration of these instructional aspects refer to pages 19-20 of this guide.
- In each of the sequences students are continually evaluated for diagnostic, prescriptive, and motivational purposes. The assessment of progress on the basis of performance objectives is an essential component for successful achievement of the projected behavioral outcomes.
- Student progress in any of the sequences *beyond* the Basic Course is reported in normative terms, i.e.. in percentage or letter grades.
- For all of the sequences students must be provided with an awareness of progress in the subject matter to motivate their continued interest and enthusiasm. Classroom strategies as well as extra-curricular opportunities which stress practical communication situations and cultural involvement are important ingredients in attaining that goal.
- Students' achievement of the behavioral *sequence* outcomes is measured by Regents examinations in languages whose statewide enrollments warrant such examinations according to established State Education Department policy.

- Students may qualify for a major sequence in languages for which Regents examinations are not offered by demonstrating appropriate achievement in *approved* locally prepared examinations. The procedures for obtaining approval are described in the State Education Department publication, *The Secondary School Curriculum of New York State: A Handbook for Administrators.*

- In the selection of instructional materials and equipment for any of the sequences, schools should be guided by two general criteria:

  Materials and equipment should be *objective-effective*; i.e., they should be considered on the basis of their serving a specific need as determined by the projected behavioral outcomes.

  Materials and equipment should also be *cost-effective*; i.e., they should assist in the most efficient and economical achievement of the behavioral outcomes.

  The following steps should be followed in the process of selecting basic texts, supplementary material, and equipment:

  1. Review of the projected behavioral outcomes for the particular sequence.

  2. Review of all available materials and equipment that have the potential for helping students achieve the behavioral outcomes.

  3. Rating of all materials and equipment as either *"Excellent,"* *"Acceptable,"* or *"Unsatisfactory"* in terms of each of the following criteria:

     - *Performs specific tasks more effectively than other materials/equipment*
     - *Performs specific tasks more economically and efficiently than other materials/equipment*
     - *Is suited to students' mental and chronological age*
     - *Is suited to students' present stage of language development*
     - *Will attract and retain students' attention and interest*
     - *Presents language authentically*
     - *Contains range of cultural content necessary for attainment of projected outcomes*
     - *Presents cultural content authentically*
     - *Is adaptable to various learning modes (e.g., large group, small group, individual)*

The Four-Skill Sequence

Introduction

As previously stated (see page 7), the four-skill sequence is intended to serve students who have demonstrated aptitude and interest in developing all four communication skills. Students who choose this sequence do so with the understanding that, because of its concentration on all four skills, the sequence will enable them to develop each skill in less depth and breadth than the other more specialized sequences.

Because of its concentration on all four skills this sequence is a *natural continuation of the Basic Course.* Close articulation of this sequence with the Basic Course is therefore especially important.

The fusion of the four skills is directed to achieving *effective communication* in listening, speaking, reading, and writing within the parameters stated under the behavioral outcomes that follow. In the early stages of the four-skill sequence, communicative competence is stressed, thus encouraging *self-expression* from the outset. As structure and lexicon are more fully developed, it is expected that students will not only be able to demonstrate communicative competence but *linguistic competence* as well.

Behavioral Outcomes

General

- As travelers in the foreign countries or in communication with natives of those countries in any locale or situation, students will be able to successfully meet their personal needs and maximize the benefit of cross-cultural experiences by their ability to grasp cultural signs and signals, react to the media, and interact with others in concrete situations.

- In the foreign countries, students will be able to cope successfully with such situations as finding lodging, taking meals, going shopping, utilizing means of transportation and communication, and dealing with basic survival situations, such as health needs, money exchange, tickets, passports, and personal identification exigencies.

- The *internal* (or *receptive*) skills of listening and reading will include a broader range of contemporary culture topics than the *external* (or *productive*) skills of speaking and writing.

Listening

- Students will be able to comprehend specific messages directly transmitted in person or on the telephone by native speakers whose speech patterns are sensitized to the non-native status of the listeners.

- The topics of the messages to be comprehended will be within the scope of the experiences stated above under "General Behavioral Outcomes."

- Students will be able to get the gist of what they hear and therefore enjoy programs of their choice on radio or television and in the cinema, theater, or opera.

Speaking

- Students will be able to make themselves understood in personal contact or on the telephone with speakers of the target language who understand no English but who make special adjustments to the non-native status of the speakers.

- The topics of the messages to be transmitted orally are within the scope of experiences stated above under "General Behavioral Outcomes."

- Students will be able to convey their central thoughts and thus enter into a communication experience with confidence and ready participation.

Reading

- Students will have *specific understanding* of written language that relates to such experiences as stated above, including street signs, directions, menus, personal and business letters, timetables, ads, and simple forms.

- Students will have *general comprehension* of popular-interest selections from target language newspapers and magazines.

- Students will have *general comprehension*, for both information and enjoyment of books written in language structurally and lexically consistent with the cultural situations stated above.

Writing

- Students will be able to communicate in writing with native readers who know no English but who make allowances for the non-native status of the writers.

- Students will be able to perform practical tasks to meet certain personal needs such as filling out required forms, writing personal letters, notes, and instructions, and sending telegrams.

- The topics of the messages to be transmitted in writing will be within the scope of experiences stated above under "General Behavioral Outcomes."

Procedures and Strategies for Achievement of Outcomes

Fusing the Skills

Proceding from the Basic Course in which the four skills were introduced and initially developed as individual activities, students are exposed to the fused skill approach. Each of the four skills will be used to complement and reenforce each other and will be interlaced in activities which lead to effective communication.

Use of English

The use of English by both teachers and students should be limited to those situations in which efficiency of learning requires it and where it aids the student to react to the behavioral outcomes. Essentially the target language is the language of the classroom.

Teaching of Structure

The grammar of the spoken and written language is presented in this sequence to the extent necessary to develop linguistic competence. Short dialogues, pattern drills, and directed dialogues are among the techniques that facilitate the fixing of *spoken* structures; basic sentences and reading passages are useful in fixing *written* language structures.

In general, analogy is essential in providing the foundations of spoken structure and analysis primary to the foundations of written structure. Analysis and analogy may be used interchangeably and in concert, however, wherever efficient learning can be maximized in terms of students' learning styles and the content.

Vocabulary Range

The development of the speaking and writing skills is based on *high frequency active vocabulary* as determined by the cultural content and communication situations included in this sequence. The range of *recognitional vocabulary* for the listening and reading skills is expanded gradually beyond the active range and consistent with the broader range of contemporary culture topics.

Homework

The acquisition of skills requires continuing practice by the learner. Homework in this sequence will provide opportunity for rehearsal and mastery acquisition and lead to creative production in speaking and writing and to gradually expanded reading and aural comprehension. In all instances, homework should be directed to the achievement of the behavioral outcomes of this sequence.

Instructional Resources

Texts

The textual materials should be well articulated, presented in linguistically appropriate order and reflective of the development of the four skills. Cultural themes appropriate to the sequence should be authentically presented in the content. The texts should be visually attractive and appropriate to the experiential level of the learner. They should be suitable for learners of varying ability.

Audio-Visual Equipment

The tape recorder/cassette player and overhead projector are essential to the four-skill sequence classroom. The tape recorder/cassette player

provides for the development of the listening skill and serves as a speech stimulus. The overhead projector permits attractive presentation for the reading-writing skills with both teacher/student constructed and commercial transparencies.

Others

A wide variety of realia should be provided to produce a culturally authentic learning environment. Objective-effective use of such realia as well as filmstrips, slides, flash cards, transparencies, tapes, films, and photographs will facilitate the achievement of projected outcomes and stimulate further inquiry.

Criteria for Selection

Refer to page 34 for recommended criteria and procedures in the selection of appropriate instructional materials and equipment.

Evaluation of Student Performance

Increments of learning are best presented through *specific performance objectives* that relate to cross-cultural understanding and development of language skills. Progress within these learning increments is then measured according to the specified objectives. Thus, the performance objectives of a particular learning increment determine *which* cultural content and language skills will be tested and *how* they will be tested. For example, if the segment of a cultural topic is treated through the medium of oral communication, it should be tested in those terms. If it has been developed on the basis of fusing all of the language skills, the evaluation of students' progress within that learning increment should reflect the fusion of skills. Similarly, if the objective of a learning segment is the development of communicative competence within the parameter of a given cultural segment, evaluation techniques and standards should be designed to measure communicative rather than linguistic competence.

There is an inherent danger in limiting the evaluation of students' progress to small, discrete learning increments. It is extremely important, therefore, that at appropriate times learning increments are incorporated in the instructional plan whose primary objective is the *identification of connections and relationships* between and among the smaller segments. In this way, students' grasp of how discrete linguistic and cultural signs relate to each other can be measured.

For the purpose of *reporting* students' progress, percentage grades will indicate the extent to which individual students have achieved the performance objectives during the report period. Where letter grades are used to report students' progress, these grades should reflect ranges of relative achievement of the performance objectives. These ranges must be explicitly stated and known to students.

In measuring students' achievement of the behavioral outcomes that have been established for the four-skill sequence, the Regents examinations will aim at a balanced weighting of the oral (listening-speaking) and visual (reading-writing) communication skills. As indicated in the behavioral outcomes, the

receptive skills (listening and reading) will be measured in greater depth and breadth than the *productive* skills (speaking and writing). However, in view of the contact hours necessary to develop the speaking skill sufficiently to achieve the specified outcomes, it is recommended that particularly at the earlier stages of the sequence an emphasis be placed on cultural topics that facilitate practice and evaluation of oral communication. In the later stages of the sequence, the other skills (reading and writing) should receive increasing emphasis in instruction and evaluation.

The Listening-Speaking Sequence

Introduction

The listening-speaking sequence is directed to the development of effective oral communication and the acquisition of knowledge, information, and cultural sensitivity through oral communication with a greater level of proficiency and in a wider range of topics than in the four-skill sequence.

Behavioral Outcomes

General

In addition to acquiring those skills noted for listening-speaking competence in the four-skill sequence, students will expand that competence by demonstrating the ability to

- observe social amenities in varied situations both as hosts and guests;
- feel at ease linguistically in social contacts with natives, speaking at normal speed;
- react to and discuss what is heard on the media;
- react to cultural inputs from native speakers *and* transmit information about their own country in the foreign language to native listeners of that language;
- meet not only their personal needs but also help other Americans to cope with the target language;
- assist foreign-speaking visitors in the students' own environment;
- pursue their hobbies and special interests with speakers of the target language.

Listening

Students will be able to

- understand native speakers in person or on the telephone on topics or in situations described above;
- understand generally the spoken word through the media: radio, TV, cinema, and theater;

- recognize and derive meaning from select communication cues.

Speaking

Students will be able to

- communicate effectively in situations described in the section on general behavioral objectives;
- attain *linguistic* competence in self-expression.

Procedures and Strategies for Achievement of Outcomes

Level of Competence

Students will be able to send to and receive from native speakers oral messages without the necessity for the latter to make special accomodations for the non-native status of the students.

Use of English

The foreign language will be the language of the classroom. English should be used whenever necessary to achieve performance objectives efficiently. Idioms and abstract vocabulary are areas in which it would be helpful to give equivalencies and meaning in English whenever circumscription in the foreign language would not be possible or inefficient.

Phonology

The development to a high degree of correct speech habits stemming from total auditory sound discrimination with appropriate pronunciation, intonation, stress, time, and rhythm is a major component of this sequence but always secondary to effective communication.

Teaching of Structure

The grammar of the *spoken* language is emphasized in this sequence to the extent necessary to acquire linguistic competence. Accuracy in morphology and syntax is developed through guided construction pattern practice and techniques which elicit creative utterances. From the very outset, emphasis is placed on *effective communication* so that *performing* in the language will be primary.

Vocabulary

The high-frequency spoken vocabulary associated with the cultural content is the lingual performance base. The development of aural comprehension will necessitate a much wider vocabulary range to ensure meaningful reception of oral messages.

Fusion with Reading

Although reading is not a learning objective of this sequence, students should be able to utilize printed materials so that they may interact

orally with each other and the teacher to ideas presented as well as to be able to read aloud plays and poetry.

Homework

Achievement of the behavioral outcomes for this sequence requires considerable practice and practical experiences in and beyond the classroom. *Schools offering this sequence must provide appropriate materials and equipment in media or resource centers for students to work on oral communication assignments.* Where opportunities exist, students should also be given such practical assignments as listening to shortwave broadcasts and radio programs, viewing television programs, attending foreign language functions in the community, acting as guides and informants to foreign visitors, and conversing with native speakers in the community, either by telephone or in person. Active language clubs should provide additional opportunities for oral communication practice. Simple reading assignments for the specific purpose of oral discussion may also be appropriate.

Instructional Resources

Materials and Equipment

Schools offering this sequence must provide tape recorders or cassette player-recorders and tapes in sufficient quantities for daily assignments and practice as well as the recording of students' oral communication performance in the Regents examinations.

As part of daily activities, students should have access to appropriate equipment and materials that enable them to

- record their speech for analysis by themselves and their teachers;
- engage in taped oral correspondence with native contemporaries;
- listen to a wide selection of native speakers representing a variety of age groups from different localities and social strata.

Resource materials, including conversation texts, should focus on authentic speech within the cultural context of the performance objectives. Visual materials should be used to elicit verbal description and storytelling.

Refer to page 34 for recommended criteria and procedures in the selection of appropriate instructional materials and equipment.

Human Resources

Wherever possible, native community volunteers should be recruited to visit classes and/or be visited in the community. Such experiences should be carefully planned and consistent with the stage of students' oral communication development. Refer to pages 22-23 for further discussion of the objective-effective use of human resources.

Evaluation of Instruction

The evaluation of the listening/speaking skills focuses on effective communication, including *communicative* and *linguistic* competence.

In the *listening* component there should initially be progressive measurement of students' ability to:

- discriminate sounds;
- identify groupings of words into fragments, phrases, and clauses;
- recognize structural features;
- perceive word functions;
- discuss bridge and pause words which do not contribute to meaning;
- recognize intonational signals which differentiate questions, exclamations, and declarations.

Proceeding from the familiar to the unfamiliar, students will be tested on their ability to extract key concepts and messages revealed by lingual cues which will in part be previously known and in part solved through intelligent guessing, intuition, and recognition of cognates. Students should be tested on their ability to understand language spoken at normal native speed within the cultural contexts specified in the performance objectives.

Listening tests should not be limited to the measurement of understanding what is heard but should also include the evaluation of reactive responses which the messages may require. The latter may consist of psychomotor responses in following directions, emotional reactions (both verbal and kinesic), as well as rejoinders, questions, and creative sequiturs.

In the initial evaluation of *speaking* there should be progressive measurement of the students' ability to:

- solve oral communication problems effectively, even though imperfectly;
- produce foreign language sounds accurately;
- produce appropriate intonations, stress, time, and rhythm in meaningful utterances;
- utilize fragments, rejoinders, statements, questions, commands, and exclamations which are structurally appropriate and lexically expressive of the intention desired and comprehensible to the native speaker;
- perform with speech patterns appropriate to both informal and formal situations within the cultural context of the stated performance objectives.

Accuracy in phonology is evaluated as increments in speech performance. The structure of the spoken grammar should be appropriate to the meaning intended. A high-frequency spoken vocabulary should be developed for ready utilization. The major emphasis in testing should be on the incorporation of these features into meaningful expressions which are creative, responsive, and spontaneous in conversational exchange. The evaluation of student progress in oral communication should be conducted in *informal* teacher-student, student-student, student-native speaker situations where possible, as well as in mini-cultural situations involving small groups such as psychomotor units

and mini-dramas; and through the *formal* recording of student performances on audio and/or video tape for both student and teacher evaluation. Frequent informal classroom testing and periodic formal testing procedures will provide a continuous evaluation process.

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The Reading-Writing Sequence

Introduction

As previously stated (see page 8), the reading-writing sequence is intended to serve those students who have demonstrated aptitude and interest in developing the two visual communication skills. Students who thus opt to utilize foreign language *not* particularly for oral communication will develop the reading and writing skills in greater depth and breadth than in the four-skill sequence.

Behavioral Outcomes

General

In addition to the reading and writing outcomes indicated in the four-skill sequence (see page 36), students will be able to develop skills in reading for both information and enjoyment in a wide variety of printed materials with a particular emphasis on themes and issues that provide insight into contemporary culture, including the arts, institutions (e.g., the home, school, and community), leisure time activities, and values and standards as reflected in everyday living. Concurrently, students will be able to express themselves in both purposeful written communicative and creative writing relating to the cultural context of the performance objective with specific reference to personal interests and experience.

Reading

In addition to the reading outcomes specified in the four-skill sequence, students will read with comprehension a wider variety of materials of moderate length, including fiction and nonfiction, prose and poetry.

Students will be able to:

- read and comprehend (without recourse to English) narratives, expositions, short stories, essays, letters, and plays consistent with the cultural context of the sequence;
- read with enjoyment, as well as comprehension, materials which are culturally rooted and experientially centered;
- read student publications in the target language as well as adapted extracts from authentic newspaper and magazine sources;
- read adapted materials relating to areas of special student interest;
- read scripts of films and plays, filmstrips, and slides in advance of their presentation.

Writing

In addition to the writing outcomes specified in the four-skill sequence, students will be able to express themselves in writing with clarity of

meaning and in language appropriate to the cultural frame of reference (e.g., personal vs. business letters) on topics relating to themes suggested and as they relate to personal interests.

Students will be able to:

- write personal letters, e.g., to pen pals, friends, relatives;
- write business letters, e.g., employment inquiries; letters seeking information from embassies, business firms, schools, chambers of commerce, travel agencies, and hotels; letters to editors and columnists of foreign language newspapers, as well as copy for personal advertisements in such publications;
- complete forms which may be required in the foreign country;
- write directed essays or compositions on topics within the cultural context of the sequence;
- prepare written texts to accompany filmstrips and slides;
- contribute articles in the foreign language to school publications.

Procedures and Strategies for the Achievement of the Outcomes

Fusing the Skills

In this sequence, the reading and writing skills are fused. Writing activities are integrated with the development of reading, which includes a progressive presentation of structure, the continuous expansion of active and recognitional vocabulary, and the visual recognition of the spelling system. Thus, the reading materials initially provide the models and stimuli for students' writing activities. Later, these activities become more personalized as they serve functional and creative communication purposes.

Although the major general objective of this sequence is the development of the visual communication skills, students will benefit from exposure to the oral communication aspects in daily activities. For example, simple discussions, dictations, pattern fixing exercises, oral questions for oral or written responses, and dialogue completions contribute to the development of the visual communication skills and the higher cognitive levels of interpretation, analysis, and synthesis. At the same time, additional sensory components are often highly motivational.

Level of Competence

This sequence is ***not*** to be viewed as a course in the survey of literature. The reading of such literary selections as indicated in the behavioral outcomes for this sequence should serve as an added dimension to the development of cross-cultural understanding within the context of specified topics. Similarly, the writing component of this sequence is ***not*** intended to be devoted to written translations from English into the target language or vice versa.

In this sequence, *reading* for information and enjoyment to the extent stated in the behavioral outcomes is achieved through considerable *intensive* reading of various types of materials for the purpose of developing cross-cultural understanding, fixing of functional structures, and building vocabulary. Special emphasis should, therefore, be placed on morphological and syntactical development.

In *writing*, students proceed from the copying of models and spot dictations to the mastery of vocabulary, orthography, and structure at a level in which self-expression becomes possible either in functional written communication (personal and business letters, summaries, etc.) or in creative writing. It should be emphasized that in arriving at the communication stage of this skill, production is closely guided and correlated with what has been previously read. It is *not* anticipated, however, that students at the conclusion of this sequence will be able to produce linguistically sophisticated, nuanced, and styled creative material. The production must be carefully guided and modeled with an emphasis on structural accuracy, idiomatic expression, and appropriate vocabulary.

Teaching of Structure

Competence in *reading* to the degree specified in the behavioral outcomes is accomplished through a developmental presentation of the language structure which emphasizes points of contrast between English and the target language. This should include word order, inflection, derivation, function words (determiners, auxiliaries, prepositions, conjunctions, interrogatives, comparatives, superlatives, intensifiers, modals); tense and tense sequence; declarative, interrogative, exclamatory, and imperative sentences and fragments; indicative and subjunctive modes; and the complex of grammatical categories, including those listed above plus such others as possessives, reflexives, objects, numerals, partitives, and passive voice.

The range of structures students will need to master in order to express themselves in *writing* within the parameters of this sequence is considerably narrower than that for the reading skill stated above. This range of structures should be developed through such activities as fill-ins, written questions, dictations, paired sentences, controlled writing (change of tense and/or person), and replacement exercises.

Expansion of Vocabulary

In *reading*, students' expansion of vocabulary is facilitated by means of visual patterns, letter and word discrimination, synonyms and antonyms, words with varied meanings in different contexts, and cognates. Word analysis should include recognition of inflectional endings, tense indicators, prefixes, suffixes, root words, definitions, and diacritical markings.

For the expansion of students' *written* vocabulary, appropriate activities include exercises on synonyms and antonyms, stable affixes, fill-ins, completions, and written responses to picture stimuli and written or oral questions.

Orthography

Techniques which help students develop accuracy in spelling include transcription (copying), reproduction, and recombination.

Instructional Resources

In this sequence, a basic text with a limited number of supplementary materials will provide the most efficient means for realizing the objectives. The textbook selected should focus on the fusion of the reading and writing skills and present a variety of literacy forms that are culturally authentic and of reader interest and in which structure and vocabulary are logically developed.

Workbooks which complement a basic text will be helpful in achieving the writing objective. Dictionaries will be helpful in developing vocabulary and providing verification of orthography.

The overhead projector is especially helpful in presenting written models and developing vocabulary and structural exercises. Films, filmstrips, slides, and video tapes as well as pictures and visual charts are valuable materials in providing cultural background and for illustrative and/or writing stimuli. Refer to page 34 for recommended criteria and procedures in the selection of appropriate instructional materials and equipment.

Homework

The fusion of the two skills should be reflected in the homework assignments which should be directed to the achievement of the performance objectives. Written answers to questions presented, written fill-ins to demonstrate comprehension of reading selections, written summaries of reading passages, written tranformation of given paragraphs to fix structures, and completion of crossword puzzles to develop vocabulary are examples of such techniques.

In addition, homework exercises should also be directed to special focus on each skill by emphasizing reading for comprehension and writing for comprehensibility.

Evaluation of Student Progress

Progress in the reading and writing skills should be measured in sequential increments which lead to the competencies specified in the behavioral objectives for this sequence.

In testing the *reading* skill, techniques should be used that evaluate vocabulary development, structure, and comprehension. In testing the *writing* skill, orthography, vocabulary, form, and comprehensibility should be rated. However, the *major aim* should be directed at *comprehension* in reading and *comprehensibility* in writing.

Reading passages utilized for testing should be representative of the type of selections in the reading curriculum. Writing samples should likewise be both functional and creative in scope. Composition should primarily be

guided, either through verbal cues or pictorial sequences. Reading and writing test items should reflect the cultural context of the sequence.

The Reading Sequence

Introduction

As previously stated (see page 7), the reading sequence is intended to serve students who have demonstrated aptitude and interest in developing the reading skill. Students who opt for this sequence will therefore specialize in developing extensive lexical and structural knowledge so as to permit rapid reading for enjoyment as well as comprehension in a variety of printed media.

The materials to be read should focus not only on the cultural themes indicated for the reading-writing sequence, but take the students beyond them according to their interests and level of maturity.

Behavioral Outcomes

In addition to the behavioral outcomes specified for the reading components of the four-skill sequence (see page 36) and the reading-writing sequence (see page 44), students will develop skills in

- recognizing cultural signs revealed in the setting and context;
- extracting topic sentences, main ideas, and details;
- differentiating between statements of fact and opinion;
- exploring for deeper meaning as reflected through nuanced vocabulary;
- making inferences;
- analyzing validity of statements;
- arriving at conclusions;
- recognizing the author's intent;
- skimming in order to increase reading speed.

Procedures and Strategies for the Achievement of the Outcomes

Level of Competence

Students should proceed from a controlled vocabulary and structure in early stages to a point at which they can comprehend and enjoy authentic texts that afford insights into cultural topics within and beyond those identified for the reading-writing sequence. Visual perception skills as well as vocabulary and structural competencies should lead to progressively increased speed in reading.

Use of English

Whereas, in other sequences, English is used sparingly for instructional efficiency and its wider use avoided to prevent cultural dilution and negative impact on fused skills, it will be utilized to a somewhat greater extent in this sequence to check comprehension orally and to develop higher thinking processes not generally realizable in the foreign language within the time frame of the sequence. Nevertheless, the focus should be primarily on the foreign language to enable students to perform

in the cultural behavioral framework of the author's intent and through direct association rather than through the decoding process.

Teaching of Structure

The grammar to be taught should be that of the written language. Since structure is critical in reading comprehension, its thorough systematic development should be an intermediate instructional goal. Reading selections should be graded so that students will not be confronted prematurely with problems whose solution would mitigate against their enjoyment and sense of achievement.

Expansion of Vocabulary

Students should proceed from the base of high frequency vocabulary implicit in the cultural context to a much broader lexicon with appropriate nuances and complexity of meanings. The expansion of vocabulary should involve the following developmental activities:

- visual patterns
- letter and word discrimination
- synonyms and antonyms
- words with varied meanings in different contexts
- cognates
- concrete and abstract analogies
- traits and feelings
- figures of speech

Word analysis should include recognition of inflectional endings, prefixes, suffixes, root words, definitions, and diacritical markings.

Use of Supportive Skills

Auditory reinforcement can be used to enhance the reading experience. Hearing what is being read adds vividness to prose, drama, and poetry through the added dimension of rhythm, linking, interplay of voices, creation in moods, and change of accents and dialects. Furthermore, it reduces the need for extensive discussions in English.

Intensive and Extensive Reading

Reading should proceed from the intensive study of short passages to the extensive reading which requires independent student effort. Extensive reading presumes that the student has been trained in rapid reading for comprehension. The essential focus of both intensive and extensive reading should be reading for meaning. Intensive reading should have a particular emphasis on the development of structure and vocabulary. Both intensive and extensive reading should provide culturally relevant experiences.

Homework

The amount of reading to be assigned should be reasonable and possible within time constraints. In *intensive* reading, assignments should be

relatively short with the vocabulary and structure development primary activities in effecting comprehension. As students approach liberated *extensive* reading, both the short-term and long-term assignments should be wider in scope.

Instructional Resources

Textual materials containing culturally authentic passages which have been specifically written for a sequential presentation of structure and vocabulary should provide a bridge between the Basic Course and liberated reading. An alternative design to the basic text could be varied reading sources combined with a formal grammar so as to ensure exposure to a sequential development of structure. Where a basic text is selected, additional reading materials should be utilized consistent with the topics to be developed as well as student interest and level of progress. Student newspapers lend variety and provide current contemporary cultural insights and lead to the reading of selections from newspapers in the target language by the end of the sequence. Similarly, culture capsules and packets offer complementary experiences and are both motivational and instructional materials to further the reading skill.

Reading in this sequence should gradually consist of a wide variety of printed materials: short stories, documents, newspaper articles, poems, popular songs, advertisements, letters, extracts from novels, descriptions of historical events and geographical settings, essays, proverbs, comic strips, and humorous anecdotes.

Dictionaries are valuable supplements for vocabulary development. At the early stages of this sequence, picture dictionaries are recommended to be followed by uni-language dictionaries which describe word usage in different contexts. At later stages, where independent extensive reading occurs, standard dual-language and uni-language dictionaries may be utilized. Students should be taught how to use these resources efficiently and effectively.

The films, filmstrips, and slides are important supplementary materials for this sequence. Cultural authenticity is enhanced through visual representation. Special student interests reflected in reading choices are also stimulated through films, filmstrips, and slides. Overhead projectorals valuable for fixing structure and developing vocabulary. Phonograph records and tapes permit aural reinforcement of materials under study and cultural authenticity through the programs presented.

Refer to page 34 for recommended criteria and procedures in the selection of appropriate instructional materials and equipment.

Evaluation of Student Progress

Vocabulary development, structure, and comprehension should be measured as progressive learning increments. The component parts of vocabulary development listed in the procedures and strategies section of this sequence should be continually tested both in isolation and in fusion. Structure should be measured through incremental and global testing of the morphology and syntax of the language.

Comprehension should be measured not only in terms of gathering isolated information, but also in terms of the cultural significance of the words, expressions and ideas. Comprehension should also be measured in terms of the students' growth in reasoning power through the mastery of the components of the reading act and their integration.

Speed of reading should be measured by timed tests. Students will need to employ such techniques as skimming and scanning in comprehending materials at increased rates of speed as well as developing visual perception of larger word groups and memory retention.

Reading passages utilized for testing should be representative of the wide range of print materials in the reading curriculum.

Plans for Future Publications

A subsequent publication will provide descriptions of advanced courses and suggestions for developing local credit courses. (See pages 7-9 in this publication.) This will be followed by separate publications detailing the application of the framework established by this guide to individual modern foreign languages.